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ABSTRACT

A project was undertaken at Milwaukee Area Technical College (MATC) to involve business and industry representatives in defining minimal reading competencies for job entrance, retention and promotion. Project activities included the following: (1) a workshop entitled, "Business Speaks to Education," during which business education and reading instructors, administrators, counselors, and reading specialists articulated reading needs and goals; (2) participation in the Milwaukee Public High School Teacher Orientation Program to emphasize the importance of basic skills mastery at all levels; (3) meetings with business and industry representatives to establish basic reading skills requirements for job placement; (4) a conference presentation encouraging teachers statewide to focus reading instruction on job requirements; (5) dissemination of information on basic skills to superintendents and principals of local school districts; and (6) meetings with business and industry representatives, which identified the basic skills needed by prospective employees, current employees, and those seeking promotion. The project report includes brief summaries of 1979-80 activities, along with conclusions and recommendations. The bulk of the report consists of appendices related to project activities, such as "Business Speaks to Education" workshop materials explaining the cloze procedure, readability tests, study and note-taking techniques, and the comparability of public school and MATC reading courses. (KL)

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BASIC SKILLS CURRICULUM ARTICULATION PROJECT

READING SKILLS

Final Report

June 1980

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Madison, Wisconsin
&
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Milwaukee, Wisconsin 53203

JC 820 431

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TABLE OF CONTENTS

Item	Page
Statement of Purpose.	1
General Introduction.	2
Summary Report of Reading Workshop.	3
Summary Report of the Milwaukee Public Schools Meeting.	4
Summary Report of Employment Personnel and Advisory Committee for Major Industries in the Greater Milwaukee Area.	5
Summary Report of the Spring Wisconsin Reading Association.	6
Summary Report of School District Superintendents	7
Summary Report of Business and Industry Meeting - May 1, 1980 . . .	8
Conclusion.	10
Recommendations for Committee Activities 1980-81.	11
Appendix.	12
Appendix A - Reading Personnel Workshop.	13
Appendix B - Business Education Teachers Workshop.	14
Appendix C - Administrators, Guidance Counselors, Curriculum Specialists Workshop	15
Appendix D - Basic Skills Reading Workshop Evaluation.	16
Appendix E - MPS Invitational Letter	17
Appendix F - Basic Reading Questionnaire	18

STATEMENT OF PURPOSE

During the 1979-80 school year, the Blue Ribbon Articulation Committee of the Milwaukee Area Technical College (MATC) decided to work more closely with business and industry to discover what reading "minimal competency" really means to their world.

This was decided based on the research of the previous school year (1978-79). This research indicated a growing demand for students who were competent in reading by business and industry as well as the reading ability needed to be an independent, thinking, learning adult.

GENERAL INTRODUCTION

The relationship of reading to success on a job or in job training was the theme of the 1979-80 Basic Skills Articulation Reading Committee. The focus of all meetings this year was on bringing together Milwaukee area business and industrial leaders, MATC and local high school business teachers, and reading personnel in the schools to discuss the requirements necessary for job entrance, retention, and promotion.

Committee members, working with MATC faculty, correlated a search of a standardized reading test and administered it to all MATC Accounting and Data Processing students with textbook readability levels. A similar study was done for Agribusiness Horticultural students.

Results of this study indicated that pre-testing of all students for correct class placement was the determining factor for student success and course completion.

On April 23, a reading-business sectional seminar dinner meeting was held at MATC-North Campus. This meeting brought together MATC and local high school business and industry, and reading personnel from local schools.

In addition, the members of the Committee met in May with representatives from the Association of Commerce and business and industry to discuss aptitudes and attitudes required for job entrance.

The Committee was also involved in the following activities:

1. Milwaukee Public Schools In-Service Convention,
2. Employment Personnel and Advisory Committee for major industries in the Greater Milwaukee Area,
3. Wisconsin Reading Association Conference at Oconomowoc,
4. Conference with area Superintendents from both public and private school systems.

The rest of this report is devoted to a summary of each of the above-mentioned activities.

SUMMARY REPORT OF READING WORKSHOP

The thrust of the Reading Committee of the MATC Basic Skills Articulation Project was to provide articulation among the business leaders, business educators, reading personnel at the secondary and postsecondary levels, and school administrators and curriculum developers.

To that end, on April 23, 1980, the Reading Committee of the MATC Basic Skills Articulation Project conducted a workshop entitled "Business Speaks to Education." The workshop had as its objective the articulation of needs and goals regarding reading competencies. It was held at the MATC-North Campus with business education instructors, administrators, guidance counselors, reading instructors, and reading specialists participating.

The keynote speaker was Ms. Laura Strain, Manager of the Education Division, Metropolitan Milwaukee Association of Commerce. After the keynote address, participants had the choice of attending one of three workshop sectionals of interest to the specific areas of business education or reading or administration.

Following the sectional meetings, a brief reception was held, followed by dinner, and a final discussion for all participants.

The materials from these three major workshops can be found as APPENDIX A, B, and C at the back of this report.

A questionnaire was used to evaluate the workshop. Thirty-two of seventy-six participants completed it. (SEE APPENDIX D) Following is a summary of the results:

In answer to the question of which topics presented were found to be practical, responses listed textbook reading levels, reading proficiency standards, the Cloze test, materials handouts, and the opportunity to meet in order to share ideas and concerns.

One question asked, "Who can affect the most change in students' reading abilities," gave the following answers: most respondents said students have the greatest influence; teachers were mentioned second most frequently; and parents and peer groups were listed by given people. One person stated a change in the educational system could benefit reading proficiency.

Answers to another question showed that workshop participants would have preferred business and industry to be better represented. Several others indicated community and civic leaders could also benefit from such a workshop.

Topics suggested for future workshops indicated an interest in industry's expectations of graduates, more "hands on" experiences, and practical teaching demonstrations and ideas. The importance of punctuality and attendance was also mentioned as a topic for future workshops.

Overall, the workshop received an above-average rating by those responding to the evaluation form. The Reading Committee thinks that it is worth offering another workshop to accommodate those people who were unable to attend on April 23, 1980.

SUMMARY REPORT OF THE MILWAUKEE PUBLIC SCHOOLS MEETING

Members of the Blue Ribbon Articulation Committees of Reading, English, and Math participated in the Milwaukee Public Schools High School Teacher Orientation program at the beginning of the fall, 1979 semester to discuss with the MPS personnel the important of the mastery of basic skills at all levels. (SEE APPENDIX E.)

The need for minimal competency in Reading, English, and math for job readiness and for career training areas was emphasized.

SUMMARY REPORT OF EMPLOYMENT PERSONNEL AND
ADVISORY COMMITTEE FOR MAJOR INDUSTRIES
IN THE GREATER MILWAUKEE AREA

At the invitation of the Employment Personnel Advisory Committee, Dorothy Jones and Audrey Stockey met with business and industrial personnel to attempt to have them set basic reading skill requirements for job placement.

The previous activities of the Reading Committee (1978-79) was explained to the group and then a questionnaire was distributed to them to lead to the discovery of basic skill levels they require for employment. (SEE APPENDIX F.)

SUMMARY REPORT OF THE SPRING WISCONSIN READING ASSOCIATION

Jan Juergens-Ellsworth and Dorothy Jones presented the research and conclusions of the Reading Committee's 1979-80 projects with business and industry at the annual spring conference of the Wisconsin Reading Association at Olympic Village.

The Articulation Commictee's purpose was to involve reading teachers, statewide, in the effort to focus reading with on-the-job requirements.

SUMMARY REPORT OF SCHOOL DISTRICT SUPERINTENDENTS

At the invitation of Bernard Greeson, Articulation Director, Dorothy Jones and Audrey Stockey presented the findings of the Reading Basic Skills Committee report to the Superintendents and Principals of local school districts at the MATC-South Campus.

The Math and English Committees also shared their reports with these school personnel.

The school representatives were interested in the information the Committees had gathered, but agreed that specific steps would have to be taken by elementary, high school, and postsecondary educators to implement these steps. They also discussed some of their research in the basic skills areas.

The conclusion of the meeting was that local school personnel would like to be involved in future activities of the Basic Skills Committees.

SUMMARY REPORT OF BUSINESS AND INDUSTRY MEETING - MAY 1, 1980

Through the impetus of the Reading Committee, MATC administrative personnel, and the Metropolitan Association of Commerce, representatives of business and industry gathered on May 1, to discuss basic skills needs for prospective employees, employees already on the job, and those that desire promotion within the organization. The Math and English committees also sent two representatives each to the meeting.

The most significant outcome of this meeting resulted when these leaders said the most important thing education could do for the work world would be to teach students how to apply for a job and how to handle the communication necessary for the obtaining of that position.

The second most important factor concerned educators helping shape the attitude of students, develop punctuality and attendance in those persons. This also included accepting job responsibility.

Following is a listing of significant information gathered from these leaders in each of the basic skills areas:

ENGLISH

Many applicants cannot write or print legibly or write a correct English sentence.

Correct spelling is a major deficiency.

Inability to write concisely and stick to the main point.

MATH

Inability to solve simple arithmetic problems.

Job applicants need problem-solving knowledge, not "computer technology."

Math knowledge and problems and concerns should be made available to parents of school students to get them involved and to help them have an appreciation for what is needed in the business world.

READING:

Students should be exposed to a wide variety of reading materials from the business and industrial world to better hlep them understand what they will encounter on a job.

Job application skills need to be understood and practiced.

Students should be taught to read the "fine" print.

Students should be taught how to gather information, read graphs, employment manuals, and hospitalization information.

Stress the importance of reading at all levels of employment.

Teach students to follow directions.

In summary, the employers expressed a deep concern about the lack of Basic Skills competencies by job applicants, but they were also concerned that the schools do not properly prepare students in the ethics of the world of work.

The schools should place more emphasis on work ethics, such as being on time for work, being at work regularly, learning to take and follow directions, and taking pride in being a true representative of the factory, company, bank, etc.

The Committee feels that this meeting is only the first in a series of meetings that education could have with representatives of business and industry.

CONCLUSION

The research and development of the projects of the 1979-80 year with business and industry has set the ground work for a third year activity.

Due to the close cooperation with business and industry in 1979-80, the Reading Committee has been able to define basic competencies as seen by personnel representatives and establish a future relationship between educators and employers.

Because of this year's contacts and activities, the Committee has decided to utilize this information for next year's project.

RECOMMENDATIONS FOR COMMITTEE ACTIVITIES 1980-81

1. Summer work during June, July, and August to update the Committees's mailing list.

2. To further develop and begin to initiate projects for 1980-81 academic year that will include the following two major activities:

   a. Investigate skills required for being hired, retained, and promoted in a major business/industry in the greater Milwaukee area. We recommend using the Milwaukee County Civil Service since the service industry is the largest growing area of employment and jobs within the county system are diversified.

      This report will then form the basis for a study guide for the video tape presentation mentioned in b.

   b. Develop a video tape presentation which focuses on the value of reading, the need of acquiring good reading skills, promoting the importance of reading on tje job, for personal enrichment, and to build awareness of how much reading is part of everyday life.

      The presentation wll be directed to senior high school youth and entry-level job youth. The film will also make use of the information gathered from business and industry in the 1979-80 project year.

READING PERSONNEL

WORKSHOP

CLOZE PROCEDURE

Select a passage of about 250 words.

Type the first sentence of the selection as printed.

Throughout the rest of the selection, except the last sentence, delete every "nth word" (suggested deletion every 7th word).* The blank spaces should be of equal length (approximately 15 typewritten spaces).

Type the last sentence of the selection as printed.

Any word that is semantically and syntactically correct should be accepted.

There are two ways to grade the cloze test. Either by accepting the exact word or by accepting any other acceptable word (a synonym). Researchers indicate that it makes no difference in the final analysis which method is used. As the exact word is easier to determine, perhaps that would be the simplest.

. Incorrect spelling should be ignored as long as the word is recognizable. However, the word must be grammatically correct. The wrong verb tense would be wrong, i.e. run, runs, ran would have to be exact.

*The number of deletions per passage can very, depending upon the material and estimate of the student's reading level. The more words deleted, the more difficult the completion of the selection.

*Levels of Reading and Cloze Test Percentage Scores

1. Independent Level
   Above 53 per cent

2. Instructional Level
   Between 44 percent and 53 per cent

3. Frustration Level
   Less than 44 per cent

*From Anderson, Jonathan. "Selecting a Suitable 'Reader': Procedures for Teachers to Assess Language Difficulty," RELC Journal Vol. 2, No. 2, December 1971, pp. 35-42.

Cloze Procedure: Education from the standpoint of John Hersey's The Child Buyer.

Philosophy of Education:

"It had begun with a choking sensation, a feeling that I was being asphyxiated by Henley's outpourings, which were based on the notion that education is a science, that the process of learning is like a process of catalysis or combustion or absorption--observable, definable, measurable, manipulable. . . . There are some aspects of human social organization that simply cannot be defined and analyzed yet with the kind of precision that is sine qua non of science."

Cloze: Example 1

"It's called that in order to decrease the subject's tension. The Olmstead--Diffendorff Game, called by _____ authors 'A Test of General Intelligence,' _____ designed to answer a criticism _____ made of the Stanford-Binet, Wechsler, _____ other intelligence scales--that, stressing verbal _____, they are loaded in favor of _____ from the upper-class social and economic _____, where books and word facility have _____ hung on from nineteenth--century mores. _____ Game, consisting entirely of problems developed _____ cartoons in comic--book style, and _____ heavily for content on the child's _____ of television, sports, toys, and gadgets, _____ culture--free and without social bias. It's fun, too."

Cloze: Example 2

"Enthusiasm! Quite early with children you encounter a certain enthusiasm. You work on that, and in _____ cases you find there's interest with _____ a small amount of understanding. You _____ badly about that. But I have _____ found you can do more with _____, you can play on that. I _____ think of some very successful professional _____, former pupils of mine at Lincoln, _____ I don't think are very bright, _____ they're living up very close to _____ capacities. Bright ones sometimes get stuck _____ the route in some little byway _____ research and stay there all their _____. But when you get the one _____ a million with both--mind as _____ as a window and incurable enthusiasm, _____! That's Barry. That's Barry."

Cloze: Example 3

"The specimen is now almost prepared to work for Her on the Mystery of the Fifth-year Project--or at least on one isolated corner of the project. Into his mind is fed an _____ amount of data that will be _____ in finding episodic solutions to certain _____ in connection with the Mystery. Mr. _____ pointed out to the committee that _____ is common knowledge that electronic calculating _____ have proved fallible because they are _____ date by human beings. United Lymphomilloid _____ the process. The subject's human mind, _____ of illimitable subtlety, is fed data _____ absolutely reliable and matter-or-fact _____ machines. (The machines are fed, in _____,

by previously conditioned specimens.) The specimen's mind is now working so fast, and his motivation is so powerful, that this stage takes only about three weeks . . . ."

Final Thought:

"'Why is he outstanding?' she said. 'Because he has this mood of intensity. That you don't teach. You don't say, "Flex. Tighten your mind. Have desire." Barry,' she said, 'makes this mood about science more than any child I've ever seen. He creates a certain tension out of nothing--a sense of excitement. That comes from within--and the funny thing is, you can't really see it on the surface.'"

ANSWER KEY

Cloze: Example 1

1. its
2. was
3. frequently
4. and
5. skills
6. children
7. backgrounds
8. tenaciously
9. the
10. by
11. drawing
12. world
13. is

Cloze: Example 2

1. some
2. only
3. feel
4. always
5. that
6. can
7. men
8. who
9. but
10. their
11. along
12. of
13. lives
14. in
15. clear
16. too

Cloze: Example 3

1. enormous
2. needed
3. problems
4. Jones
5. it
6. machines
7. fed
8. reverses
9. capable
10. by
11. calculating
12. turn

READABILITY

Readability is a method or technique of determining the level of education or academic maturity needed to understand written material.

Formulas use sentence length and word difficulty, as judged by the number of letters or syllables, to determine the approximate grade level. The grade at which the vocabulary words and/or sentence structure is generally taught in school is the measure used.

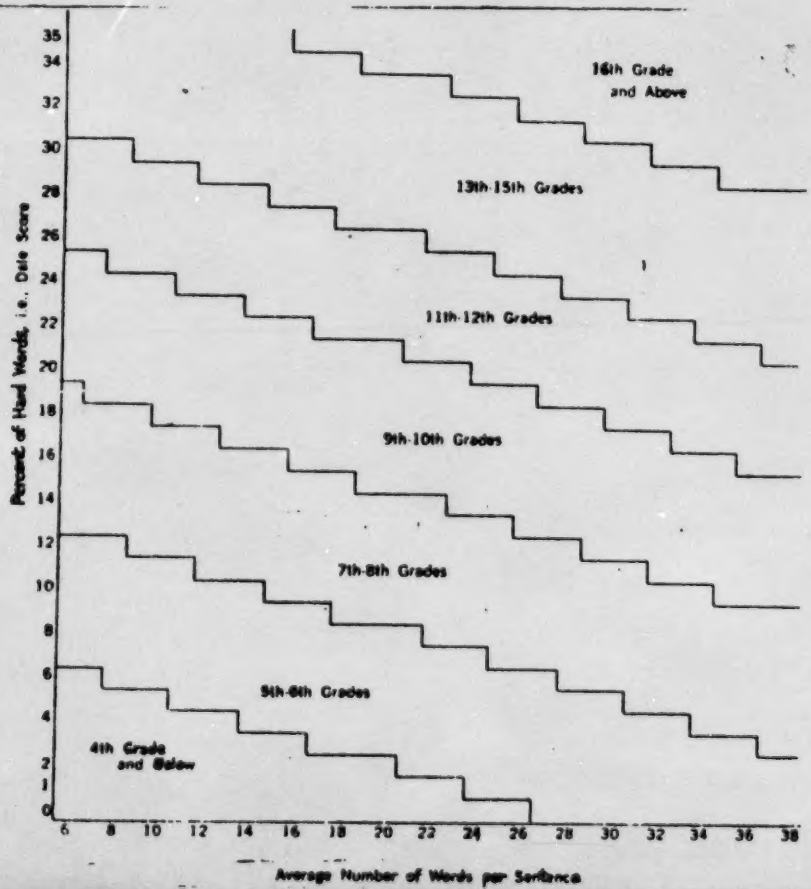
Most scientific formulas require much computation and computer use. The ones demonstrated here are simple and easy to use and correlate well with the scientific ones.

FRYE OR FORCAST FORMULA

Take a 150 word sample passage from the middle or an article:
COUNT the number of one syllable words.
DIVIDE the number of one syllable words by 10.
SUBTRACT that answer from 20. That answer is the approximate grade level.
EXAMPLE: 95 one syllable words. Divide by 10 = 9.5

Subtract from 20	20.0
	- 9.5
Approximate grade level =	10.5

KLARE WORD AND SENTENCE DIFFICULTY GRAPH

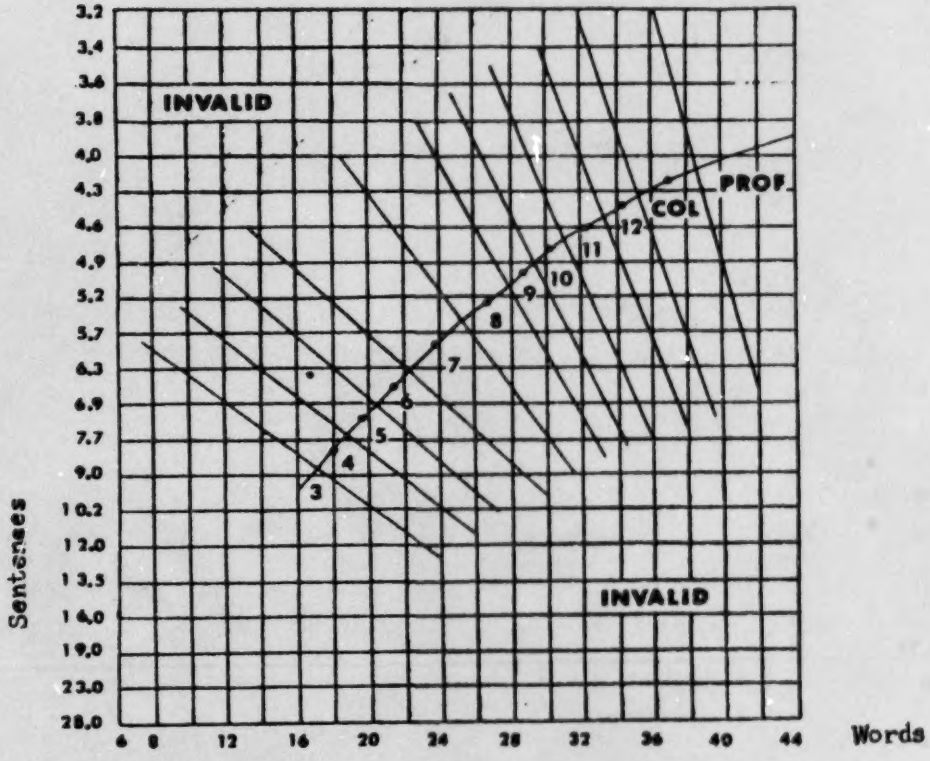


FLESCH

QUICK REFERENCE CHART

Description of style	Difficulty score	Words in average sentence	Affixes per 100 words	Personal references per 100 words	Typical magazine	Potential audience (Typical audience one step below)	
						School grades completed	Percent of U. S. adults
VERY EASY	up to 1	8 or less	22 or less	19 or more	Comics	4th grade	90%
EASY	1 to 2	11	26	14	Pulp-fiction	5th grade	86%
FAIRLY EASY	2 to 3	14	31	10	Slick-fiction	6th grade	80%
STANDARD	3 to 4	17	37	6	Digests	7th or 8th grade	75%
FAIRLY DIFFICULT	4 to 5	21	42	4	Quality	Some high school	40%
DIFFICULT	5 to 6	25	46	3	Academic	High school or some college	24%
VERY DIFFICULT	6 and up	29 or more	54 or more	2 or less	Scientific	College	4½%

RAYGOR



Directions:

Count out three 100-word passages at the beginning, middle, and end of a selection or book. Count proper nouns, but not numerals.

1. Count sentences in each passage, estimating to nearest tenth.
2. Count words with six or more letters.
3. Average the sentence length and word length over the three samples and plot the average on the graph.

Example:

	Sentences	6+ Words
A	6.0	15
B	6.8	19
C	6.4	17
Total	19.2	51
Average	6.4	17

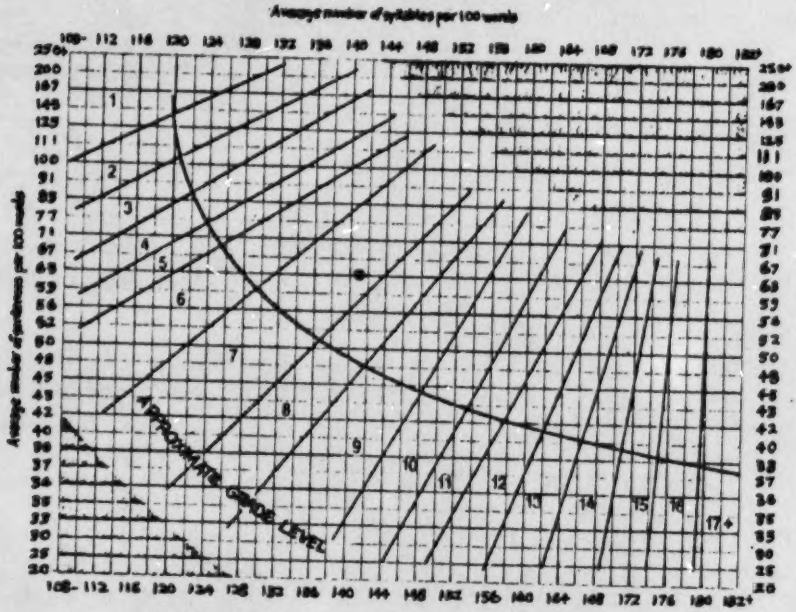
Note mark on graph. Grade level is about 5.

This graph is not copyrighted. It may be reproduced. Copies can also be obtained from Dr. Alton L. Raygor, University of Minnesota, 192 Pillsbury Drive S.E., Minneapolis, Minnesota 55455.

Figure 2

GRAPH FOR ESTIMATING READABILITY – EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If *a great deal* of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe, IRA, 1945,* and & are each one word.
7. A syllable is defined as a *phonetic* syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and & is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

OK 5R

BEFORE

O OVERVIEW. Sample the chapter to find out what it is all about. Glance at the headings and subheadings to determine what ideas are being explained, what problems raised, and what questions posed. Get the big picture. Don't burrow into paragraphs. Avoid "tunnel vision!" Headings and subheadings will be future categories (advance organizers). Overview to overcome inertia and gain momentum for studying.

DURING

K KEY IDEAS. All textbook writing is made up of just three literary elements: main ideas, supporting material, and transitions. Your main job is to separate the main idea from the mass of supporting material.

R1 READ. Read only a paragraph or short section; then stop to ask: What is the main idea? How do the supporting materials support it? Which transitional words point to the main idea, and organize the supporting material? Finally: What is it in this paragraph that I need to know to describe or tell others what I have read?

R2 RECORD. Record your comprehension! Make marginal notes and underline only key words and phrases. Better still, summarize main ideas and supporting materials in your notebook. Avoid summarizing sentence by sentence, for it's a sure sign you are missing the essential points. Chew on ideas, not words.

AFTER

R3 RECITE. To counteract forgetting, recite! Cover your textbook or notebook page, exposing only the jottings in the margins. Then using your own words, recite aloud the ideas and supporting material. After reciting, check for accuracy. Read, record, recite in this way, paragraph by paragraph, until you complete the chapter.

R4 REVIEW. After reciting, take a fresh look at your notes to fit them into a complete picture. It is easier to remember one complete jigsaw picture than a multitude of separate, seemingly unrelated jigsaw pieces. So it is with individual ideas and the total picture they present. Also, notwithstanding reciting, some forgetting will occur, so intersperse an occasional review to keep retention at a high level.

R5 REFLECT. Now, mentally manipulate these ideas, turn them over, speculate on them, compare one with the other, notice where they agree and differ. Organize and reorganize them into larger categories, or compress them into smaller units. Finally, free these ideas from the chapter and the book be weaving them into your existing knowledge, blending the new with the old.

The Cornell System Format

This section of this chapter illustrates and describes how notes should be taken on various types of lectures, all within the format of the Cornell system. We are not suggesting that there is one ideal kind of note-taking for each specific course. The kind of notes you take will depend partly on the subject matter, partly on the way your teacher customarily does his thinking, and partly even on the particular lecture on a particular day.

Figure 9-1 shows the basic format for using the five R's of note-taking. The five R's include many of the principles we have already covered.

1. Record. During the lecture, record in the main column as many meaningful facts and ideas as you can. Write legibly.
2. Reduce. As soon after the lecture as possible, summarize (reduce) these ideas and facts concisely in the recall column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens menroy. Also, it is a way of preparing for Examinations gradually and well ahead of time.
3. Recite. Now cover the main colu,n. Using only your jottings in recall column as cues, state the facts and ideas of the lecture as fully as you can, not mechanically, but in your own words and with as much appreciation of the meaning as you can. Then, uncovering the notes, verify what you have said. This procedure helps transfer the facts and ideas to your long-term memory.
4. Reflect. A reflective student separates his own opinions and musings from his notes. Such musings help him make relationships among them. A reflective student may write his ideas, opinions, and experiences on cards or in a separate section of his notebook. He labels and indexes them, puts them into structures, outlines, summaries, and categories. He files them and rearranges

←----------2½"----------→	←----------6"----------→
Reduce ideas and facts to consice jottings and summaries as cues for Reciting, Reviewing, and Reflecting.	**Record** the lecture as fully and as meaningfully as possible.

them from time to time. It is most important that the essential ideas be placed in categories and reviewed from time to time. In this way a student's own best thought can be ekp fresh and ready for use in many different contexts.
5. Review. If you will spend ten minutes every week or so in a quick review of your notes, you will retain most of what you have learned, and you will be able to use your knowledge more and more effectively.

SUGGESTIONS TO HELP AVERAGE STUDENT COPE WITH AVERAGE TEXTBOOK

OK5R

The Cornell System Format

SQ3R

Put major points/outline on board

Give out question sheet of main ideas

Teach how to use class textbook

Show how to outline

Margin notes - summary

Use and lecture from textbook content

Demonstrate lecture notetaking

Require daily written assignment

Correct, grade, and return assignments promptly

Give credit points for assignments

Give regular tests weekly

Essay and Objective

Explain paragraph structure

Explain paragraph structure for main ideas and details

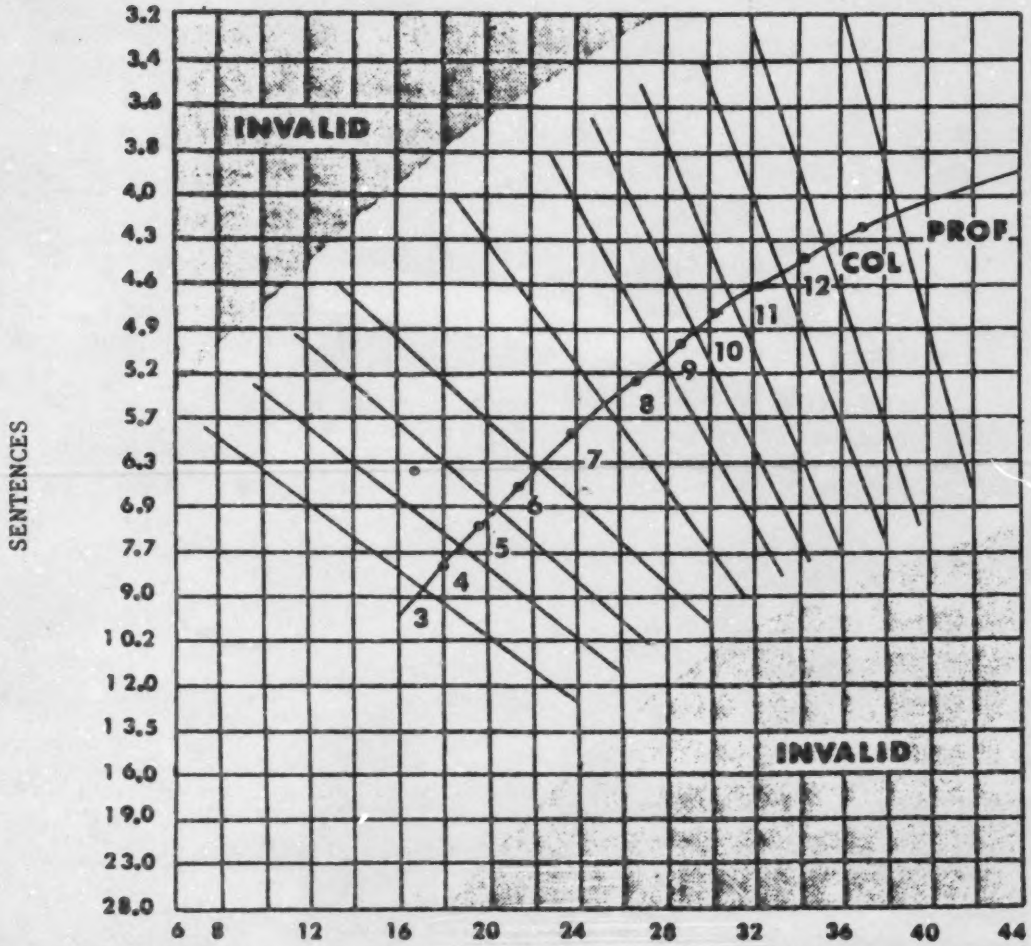
Topic sentence placement

BUSINESS EDUCATION TEACHERS

WORKSHOP

THE RAYGOR READABILITY ESTIMATE

ALTON L. RAYGOR - UNIVERSITY OF MINNESOTA



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1. Count sentences in each passage, estimating to nearest tenth.
2. Count words with six or more letters.
3. Average the sentence length and word length over the three samples and plot the average on the graph.

Example:

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Total	19.2	51
Average	6.4	17

Note mark on graph. Grade level is about 5.

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Business Education Teachers

TEXTBOOK EVALUATION CHECKLIST

Book Title: _____ Publishing Date: _____

Author: _____ Publisher: _____

Evaluator: _____ Date of Evaluation: _____

	Yes	No
A. Reference Aids		
1. Does the Table of Contents make it easy for a student to find the different parts of the book?	_____	_____
2. Is there a separate Contents list for charts, graphs and other visual aids?	_____	_____
3. Does the text have a Glossary?	_____	_____
4. Does the text have an Index?	_____	_____
5. Do the Index entries make it easy for the student to find information?	_____	_____
B. Body of Text		
1. Do each of these features Emphasize the main idea?		
Chapter titles	_____	_____
Headings	_____	_____
Subheadings	_____	_____
2. Vocabulary		
Are the key words presented for each unit at the units:		
introduction	_____	_____
within the body	_____	_____
in a separate section	_____	_____
other	_____	_____
Are key words defined?	_____	_____
3. Visual Aids:		
Which are included in body of textbook?		
Charts	_____	_____
Graphs	_____	_____
Illustrations	_____	_____
Photographs	_____	_____
Cartoons	_____	_____
Flow Charts	_____	_____
Are these aids captioned and related to the text materials?	_____	_____
Is each visual aid in close proximity to the written material it refers to?	_____	_____
Does the text teach the student how to make use of visual aids?	_____	_____

4. Study Questions	Yes	No
Are these study questions at the end of each chapter or unit?	_____	_____
Types of questions:		
Are there questions that require the student to <u>recall</u> or <u>recognize</u> <u>main ideas</u> or important concepts of the chapter of unit?.	_____	_____
Are there questions that require the student to <u>recall details</u>?.	_____	_____
Are there questions that require the student ot <u>interpret</u> or <u>apply</u> the information?.	_____	_____
Can all of the questions be answered solely by information offered in the text?.	_____	_____

C. Readability grade level _____

_____

_____

ADMINISTRATORS

GUIDANCE COUNSELORS

CURRICULUM SPECIALISTS

WORKSHOP

Administrators, Curriculum
Specialists, Counselors

QUESTIONNAIRE

1. Is each student tested on entering school to determine his/her approximate reading level?

2. Does a reading person or persons have in-put as to textbook selection for your school?

3. Are reading levels known for textbooks used in the school?

4. Is reading level information disseminated to the staff?

5. Do staff members know how to determine reading levels for books, either manually or by use of a computer?

6. Does class instruction for each student begin at the reading level he or she is at?

7. Are reading classes offered for all students who wish to take them, regardless of their reading ability (remedial, speed, etc.)?

8. Are classroom reading materials relatively free of racial and/or national biases?

9. Are materials also free of sex and/or class biases?

10. Are the learning styles (class discussion, lecture, independent study, etc.) of students known so instructors may make the necessary instructional accommodations?.

ONLY YESTERDAY

Vocabulary Load - Concept Load

Chapter 10, pp. 188-194

"social compulsion"

"sumptuary law"

"college - endowment fund"

"canned releases"

coercion

"imbedding prohibition"

"cowed by the police"

"lured into compliance"

futile

presumptuous

insurgent

vehemently

repugnant

faddist

"leading complexes"

"returning heroes of Armageddon"

"sordid settlement"

"converts to the devastating new psychology"

"less tutored contemporaries"

"decorous formality"

"the Imagists and exponents of free verse"

collaborated

"emotional and aesthetic starvation"

the mania for petty regulation

"merciless literary photography and searing satire"

"frocked - coat respectability"

"the blatant vulgarity and insularity"

"air full of flying brick-bats"

"intense visceral delight"

strictures

"noisy tub - thumping

dubious

languishing

polemic

"bilge of idealism"

iconoclast

debauched

"unparalled vocabulary of invective"

References in Chapter to: "American Mercury", James Joyce, Provst, Cezanne, Jung, Bertrand Russell, John Dewex, Petronius, Eugene O'Neill, Eddington, Sir Philip Gibbs, John Dos Passos, E. E. Cummings, John Meynard Keynes, Theodore Drieser, Willa Cather, Carl Sandburg, Edgar Lee Masters, Robert Frost, Vachael Lindsay, Amy Lowell, Sinclair Lewis, H. L. Mencken, George Jean Nathan, Anatole France, Brahms, Ludendorff etc. . .

Concluding Paragraph

If there was, it came too soon. For to many men and women the new day so sonorously heralded by the optimists and propagandists of war-time had turned into night before it ever arrived, and in the uncertain blackness they did not know which way to turn. They could revolt against stupidity and mediocrity, they could derive a meager pleasure from regarding themselves with pity as members of a last generation, but they could not find peace.

Page 259 Only Yesterday, first paragraph

I. Changes in finance - topic

a. public didn't want bonds

b. public wanted securities

c. companies retired bonds and issued common stock

d. gave new bonds "palatably speculative flavor" = make them convertible into stock e) or attaching them to warrants for purchase of stock at future time.

f. liked buying and selling in quantity: ex. 100 shares at $50 to holding 20 at $250.

g. companies split unit shares "whether or not increase in dividend was in immediate prospect."

h. many concerns made practice of securing new captial by issuing to shareholders right to buy new stock at a concession in price, this became epidemic

i. mergers of banks and corporations and greater frequency of ten prompted by corporate megalomania.

j. mergers or split-up issue of rights caused automatic leap in prices or stocks

k. managers of concerns arranged split-up or merge with "canny eye to own speculative future."

GRADED ORAL READING PARAGRAPH (FOURTH READER)

Name _____ Grade _____ Teacher _____ Date _____

RACCOONS*

Have you ever seen a raccoon in the forest? You will find that a raccoon is nearly as much fun to look at as a monkey and also is almost as curious about everything around him. Although a raccoon can be a household pet, he is not really a good housepet because he is so curious that he is always busy making trouble. A raccoon can use his front paws so cleverly that he can open cardboard boxes, unwrap bundles, and take the covers off jars. The name "raccoon" comes from an American Indian word which means "one who scratches with his hands." Raccoons have front paws which look like hands, and they use these paws to scratch on the ground, looking for insects that they want to eat. Raccoons eat many different foods. They are quite fond of fish and are clever at catching them with their hand-like paws. In some countries, raccoons are called "washing bears." They are called this because they usually wash their food before eating it and because they like to take baths. Sometimes a raccoon even will put a fish in the water to wash it just after he has caught it.

Comprehension Questions

1. Why is a raccoon not a good housepet?
2. What does a raccoon like to eat?
3. Why would a raccoon wash a fish which he has just caught?
4. How do you know that raccoons lived in Indian times?
5. Give me a sentence using the word *curious.*

Number of words 198

Number of words correct _____

Accuracy:

90% 178
99% 196

Comprehension:

95% *Five questions*
75% *Four questions*

*Adapted from the following source: Paul McKee, M. Lucile Harrison, Annie McCowen, Elizabeth Lehr, and William K. Durr, *High Roads* (Boston: Houghton Mifflin Company, 1966), pp. 158-159. Used by permission of the publisher.

GRADED ORAL READING PARAGRAPH (SIXTH READER)*

Name _____ Grade _____ Teacher _____ Date ___

WHAT IS TREASURE-TROVE?†

Treasure-trove is any gold or silver in bars or in coins which is found hidden *in* the earth but not lying *on* the earth. Treasure-trove also can mean other valuable articles which have been hidden in the earth. Have you ever dreamed of finding a vast horde of gold or silver buried somewhere in a sandy beach or in an inland glen? Most boys and girls would like to find some treasure so that they could keep it. Many treasure-troves have been discovered in every state in the United States and in other parts of North America. You can keep the treasure-trove you find if the original owner of this treasure is unknown. The owner of the land in which the treasure was found has no claim whatsoever to any of the treasure-trove merely because he owns that property. If you find the treasure with a group of other people, each person then shares equally in it. However, each person should keep his share of the treasure for a reasonable time because the rightful owner of the treasure may appear later. Before you start looking for treasure-trove, you should realize that for each person who has found or will find buried treasure, there are a thousand unlucky searchers who never discover any treasure. You will have to decide if the treasure-trove you may discover will be worth all the time and trouble you spend.

Comprehension Questions

1. What is treasure-trove?
2. Where has treasure-trove been discovered in the United States?
3. Why should you keep your share of the treasure which you have discovered for some time after finding it?
4. Why is buried treasure quite difficult to locate?
5. Give me a sentence using the word *searcher*.

Number of words 235

Number of words correct ____

*See Paul McKee, Annie McCowen, M. Lucile Harrison, Elizabeth Lehr, and William K. Durr, *Bright Peaks* (Boston: Houghton Mifflin Company, 1966), pp. 288-289.

†Adapted from Edward Rowe Snow, *True Tales of Buried Treasure* (New York: Dodd, Mead & Company, Inc., 1951). Used by permission of Dodd, Mead & Company.

6.

GRADED ORAL READING PARAGRAPH (SEVENTH READER)

Name _____ Grade _____ Teacher _____ Date _____

ABOUT BEN FRANKLIN*

Benjamin Franklin was without a doubt a very famous man in early America and indeed one of the most famous men in western Europe as well. Franklin received many honors and made many scientific discoveries. He invented the Franklin stove, founded the *Saturday Evening Post*, invented the lightning rod, and invented a musical instrument. He even helped write the Declaration of Independence and the Constitution. Franklin was endlessly curious. When Franklin was 12 years old, he was apprenticed to his brother who was a printer in Boston. In those times, a boy learned a trade by serving an apprenticeship with a master craftsman for seven years while he learned the trade. Because he was extremely bright while his brother was not so bright, Ben often quarreled with him. Later Ben quit his apprenticeship and ran away by ship to New York. Ben later went to Philadelphia where he found a job as a printer. In Philadelphia Franklin enjoyed a freedom which he had never had before and became a man of note in Philadelphia. Franklin became quite rich early in his life and then devoted the rest of his life to serving his country and to helping mankind by scientific discoveries. Although Franklin wrote an autobiography about himself, it does not tell much about what he did during the last part of his life.

Comprehension Questions

1. What were some of Franklin's inventions?
2. What is an apprenticeship?
3. Why do you think it was difficult for Franklin to serve an apprenticeship for his older brother?
4. Why do you suppose that Franklin enjoyed Philadelphia so much?
5. Give me a sentence using the word *apprenticeship*.

Number of words 225

Number of words correct _____

*Adapted from the following source: Glenn McCracken and Charles C. Walcutt, *Basic Reading* (Philadelphia: J.B. Lippincott Company, 1965), pp. 299-308. Used by permission of J.B. Lippincott Company.

GRADED ORAL READING PARAGRAPH (NINTH READER)*

Name _____ Grade _____ Teacher _____ Date ___

LOCUSTS IN AFRICA†

This is a story about a farm of 3,000 acres on the ridges that rise toward the Zambesi escarpment in Africa–high, windswept country. The crop grown on this farm was maize–another name for corn. One day the farmer saw a long, low cloud advancing toward him. This rust-colored cloud contained thousands of locusts. Each farmer in the area hoped that the cloud of locusts would overlook his farm and go on to the next one. The main swarm of locusts advanced on the farm in a dense, black cloud which reached almost to the sun itself. The locusts once they landed could eat every blade and leaf of the maize in half an hour. The farmer told his daughter about how he was made bankrupt by another locust army 17 years before. As the locusts approached his farm, the air was dark with the crisscross of the insects. As the farmer brushed the locusts off himself, they looked at him with their beady eyes while they clung on with hard, serrated legs. On the farm the earth seemed to be moving, with locusts crawling everywhere. The swarms were so thick that even the boughs of the trees were weighed to the ground. Finally the army of locusts fanned their wings at dawn, and the farmer could see a faint red smear in the sky at a distance. Although the locusts were gone, the farmer was bankrupt.

Comprehension Questions

1. In what country did this story take place?
2. How often do locusts invade the same places?
3. Why are locusts so destructive?
4. Why was the farmer bankrupt after the locusts left?
5. Give me a sentence using the word *bankrupt.*

Number of words 239

Number of words correct ____

*See Philip McFarland, Sharon Breakstone, and Morse Peckham, *Reflections in Literature* (Boston: Houghton Mifflin Company, 1972), pp. 186-191.

†Adapted from *The Habit of Loving* by Doris Lessing, Copyright © 1957 by Doris Lessing. With permission of Thomas Y. Crowell Co., Inc.

GRADED ORAL READING PARAGRAPH (TENTH READER)*

Name _____ Grade _____ Teacher _____ Date _____

WHITE'S VIEW OF THE WORLD+

This essay is about how E.B. White, a well-known writer, viewed the relationship between himself and his contemporary world. In the essay, White stated that his Selective Service order number was 10789 and his social security number was 067-01-9807. White continued to say that he was the holder of a quit-claim deed recorded in book 682, page 501 in the county in which he lived. Since White wrote his essay during the second World War, he also stated that he held Basic A Mileage Ration 108950, O.P.A. Form R-525-C. In this essay White also gave his license number of his car, the number of his left front tire, the number of his right front tire, and the numbers of his two rear tires. In this autobiographical essay, White also gave the numbers of his hair brush, and drug prescription. He even described his black dog and her license number as well as all of the ingredients in her prepared dog food. The point of view of White's essay undoubtedly was that he was forced to exist in a society which had lost its regard for the individual person. Although this essay was written in the 2944's, it obviously has implications for the current American Society. In your opinion, does current American society have even less regard for the individual person than it had during the era when this essay was written?

Comprehension Questions

1. Who was E.B. White?
2. When was this essay written?
3. Why does our society think it is necessary to give each person so many different numbers?
4. What are the dangers in thinking of a person only in terms of the numbers which he has been given?

*Adapted from the following source: Phillip McFarland, Allen Kirschner, and Morse Peckham. *Perceptions in Literature*. (Boston:Houghton Mifflin Company, 1972), pp. 396-399.

†Summary (sans Comprehension Questions) of "About Myself" from *The Second Tree* from *The Second Tree from the Corner* by E.B. White, copyright 1945 by E.B. White. By permission of Harper & Row, Publishers, Inc.

GRADED ORAL READING PARAGRAPH (TWELFTH READER)*

Name _____ Grade _____ Teacher _____ Date ___

ABOUT SHOOTING AN ELEPHANT†

George Orwell wrote a story about a portion of his life in Burma in a story called "Shooting an Elephant." George Orwell later wrote the well-known books *Animal Farm* and *1984*. Orwell wrote that the sub-inspector at a police station in Burma said that an elephant was ravaging the bazaar. Orwell was told that the elephant was a tame one which had gone "must." He was told the elephant's mahout had set out in pursuit but had taken the wrong direction and was now a journey of 12 hours away. The elephant had devoured the stock in some fruit stalls and destroyed somebody's bamboo hut. Orwell wrote that he was not squeamish about killing animals but had never shot an elephant and never wanted to. He knew that if the elephant charged and he missed him, he would have about as much chance as a toad under a steamroller. When he finally pulled the trigger, a mysterious, terrible change came over the elephant. He looked suddenly stricken, shrunken, immensely old, as though the frightful impact of the bullet had paralyzed him. He sagged flabbily to his knees and an enormous senility settled on him. When Orwell fired a third time, that was the shot that did it for him. Orwell heard later that it took him half an hour to die. Orwell wrote that he often wondered if the Burmese people grasped that he had shot the elephant solely to avoid looking like a fool.

Comprehension Questions

1. In what country did Orwell shoot the elephant?
2. How many shots did Orwell have to fire to kill the elephant?
3. Why do you think that the tame elephant had gone "must?"
4. Can you describe how the elephant acted before he finally died?
5. Give me a sentence using the word "*must.*"

Number of words 245

Number of words correct _____

*See Philip McFarland, Samuel Hynes, Larry D. Benson, and Morse Peckham, *Forms in English Literature* (Boston: Houghton Mifflin Company, 1972), pp. 378-383.

†"Shooting an Elephant" is from *Shooting an Elephant and Other Essays* by George Orwell, published by Harcourt Brace Jovanovich, Inc.

Milwaukee Public School

BELOW 6.0

Read IMP (RD 111, 121) Reading Improvement

The reading intervention course is for ninth grade disabled readers who who wish to improve their reading skills before taking the Test of Academic Skills in grade ten. Students who score below the twenty-third percentile rank on a standardized reading test should be strongly encouraged to enroll in this course. The course emphasizes instruction in decoding skills, vocabulary development, and comprehension improvement. Instruction is individualized according to reading ability and skill needs.

BELOW 8.0

Read Prof (RD 221, 221, 231, 241, 251, 261, 271) Proficiency Reading

The proficiency reading course is for students in grades ten through twelve who have not met the reading proficiency requirement. These students are identified through the city-wide tenth grade testing program. The objectives of the course are to develop the student's ability to:

1. Determine the Main idea in a reading selection.
2. identify details in a reading selection.

MATC

0-8.0

Read (401) Reading Workshop

The workshop provides individual guided instruction in the following reading skills: vocabulary, comprehension, word attack, pronunciation, spelling, study skills, reading flexibility, and speed. Assistance is provided for adult students at all levels to help them improve their present reading performance. Diagnostic measures, plus careful consideration reading performance. Diagnostic measures, plus careful consideration of the student's goals, serve as the basis for assignments. Time is scheduled to complement the individual's program. Equated Credit: 2.25

Milwaukee Public School	MATC
3. use context clues to understand the meanings of words. 4. draw conclusions or make inferences. 5. understand word relationships.	
6.0-8.0 Read Power (RD 311, 321) Reading Power and Study Skills The reading improvement and study skills course is for any students in grades nine through twelve who grades indicate a need to improve the skills necessary for content area reading. Students will improve their vocabulary, comprehension, book use skills, reference skills, and speed reading to assist them in career and subject area reading assignments.	
ABOVE-8.0 COL RDG SK (RD 411, 421) College Reading Skills The college reading skills course is for students in grades eleven and twelve who plan to attend a college or technical institution. To enroll in this course, students should have scored at or above the fifth stanine on a standardized reading test. The emphasis is on reading skills necessary for col-	7.0-8.9 Reading and Study Techniques (191) Emphasis is placed upon the essential reading and study skills necessary for post-high-school academic classes. Students receive instructions in the fundamentals of word attack skills, study techniques, and general adult-level reading. Class work and labs are geared to student interest, using newspapers, magazines, and textbooks. This course supports programs leading to the

Milwaukee Public School	MATC
lege level reading -- flexibility or rate, note-taking techniques, vocabulary and comprehension development, library, and reference skills.	degree of Associate in Applied Science. Prerequisite: Seventh and eighth grade reading ability. Credit: 3
	9.0-10.5 Reading and Study Techniques 2 (192) This course is designed to improve the reading and study skills of post-high-school student. Newspapers, magazines, short stories, novels, and a wide range of adult reading materials are introduced. Study skills of listening, reading, notetaking, and library research are practiced. Basic word attack skills and vocabulary building are reviewed. Efficient use of time is emphasized. This course supports programs leading to the degree of Associate in Applied Science. Prerequisite: Read 191 or ninth and tenth grade reading ability. Credit: 3
	10.0-ABOVE Speed Reading (431) A course designed for those who read above the tenth grade level but who would like to increase speed of comprehension. Materials are varied in content to help an individual develop flexibility in his/her rate of comprehension. Various tech-

Milwaukee Public School

MATC

niques are presented to increase speed and visual span of recognition. Prerequisite: Tenth grade reading level or above. Equated Credited: .90

10.5-ABOVE

Speed Reading (231)

A course designed to help the good reader increase his or her speed of comprehension. The materials are varied in content to help the student develop flexibility in his/her rate of comprehension. Instruments are also used to increase speed and visual span of recognition. Prerequisite: Read 102 or 192, or consent of department. Credit: 3

11.0-ABOVE

Reading and Study Skills (102)

Emphasis is placed on reading techniques necessary for studying college textbooks. Practice is included in listening, in lecture notetaking, and in vocabulary development. Prerequisite: Eleventh grade reading level or above. Credit: 4

Milwaukee Public School

GRADE VARIES

Read Life (RD 351, 361) Reading/Life Skills

The reading/life skills course is for high school students who need instruction in the survival skills necessary to cope with the reading demands of daily life. Students will learn to use newspaper information, fill out forms, handle bank accounts, and understand contracts and policies.

MATC

OPTIONAL

Effective Reading For Business and Industry (121)

Efficient reading habits of employees can save time and money, and build success for business and industry. Students learn the theory of effective reading skills and the application of these principles to practical materials. Improved comprehension as will as increased speed encourages these students to perform more efficiently in their own professional fields. Credit: 2

GRADE VARIES

Career RDG (RD 511, 521) Career Specialty Reading

The career specialty reading course is for students enrolled in the high school career specialty who would like to improve their ability to understand the concepts and vocabulary of that specialty.

OPTIONAL

How to Organize, Take Notes, and Summarize (141)

The student learns to recognize various patterns of thought in his/her reading and to summarize in order to provide a brief, accurate review of material. The course provides an opportunity for the student to take complete, orderly, and meaningful notes on material he or she has read as well as lecture notes. Credit: 1

GRADE VARIES

Speed Read (RD 371, 381) Speed Reading

The speed reading course is an alternate day offering for students who wish to increase their reading rate without loss of

OPTIONAL

How to Improve Reading Through Word Study (142)

College students who desire to increase and expand their vocabulary will find that this course will

Milwaukee Public School	MATC
comprehension. To enroll in this course, students should have scored at or above the sixth stanine on the reading subtest of the city-wide testing program or a standardized reading test.	help them to enjoy, absorb, and use information found on the printed page. Practice material will strengthen the understanding of phonetics as it relates to spelling and word meaning. The development of a precise vocabulary will help the student to gain self-confidence in understanding sentence and paragraph meaning. Credit: 1
	OPTIONAL How To Prepare for And Take Examinations (143) The student develops various strategies in preparing for and taking examinations. The instructor reviews study techniques that enable the student to understand and remember course content. The student learns to accept responsibility for interpreting examination questions and writing effective answers in any examination situation. Credit: 1

POST-SECONDARY ASSIGNED READINGS

Text: Fundamental Accounting Principles, 8th Edition by Pyle, White, and Larson

Page: 805

Sales budget

The sales budget, an estimate of goods to be sold and revenue to be derived from sales, is the starting point in the budgeting procedure, since the plans of all departments are related to sales and expected revenue. The sales budget commonly grows from a reconciliation of forecasted business conditions, plant capacity, proposed selling expenses, such as advertising, and estimates of sales. As to sales estimates, since people normally feel a greater responsibility for reaching goals they have had a hand in setting, the sales personnel of a concern is often asked to submit through the sales manager estimates of sales for each territory and department. The final sales budget is then based on these estimates as reconciled for forecasted business conditions, selling expenses, and so forth.

READING GRADE LEVEL: 15.9 Total Sentences: 10 Total Thoughts: 20

Text: Economics, Principles in Action, Second Edition by Starr

Page: 353

The Widening Gap. The problem of helping the less-developed countries is made more urgent when we realize that the gap between rich and poor is widening. Let us begin by seeing how the world's income is distributed. We will put all the countries into three groups according to GNP divided by population (per capita GNP): Group I, the rich countries, have per capita GNPs over $1,000 per person. The LDCs in Group II have from $300 to $1,000 per person; Group III have less than $300. Figure 21-1 (page 354) shows (1) the number of countries is each group, (2) the total GNP of the countries in each group, and (3) the average per capital income in each group.

Displays of information life that in Figure 21-1 have difficulty: averages conceal the distribution of numbers within averages. Here's a model of what we mean: Suppose there are 25 people with a total income of $200,000. Average income is therefore: $200,000 ÷ 25 = $8,000 per person. The difficulty is that each one of the 25 people could have received $8,000, or 5 of them could have received $20,000 while the other 20 received only $5,000. Either way, average income per person is still $8,000.

READING GRADE LEVEL: 12.7 Total Sentences: 10 Total Thoughts: 22

Text: Social Problems In Today's World, by Perry, and Perry

Page: 272

Native Americans have been dealt a deadly blow by the settlers' occupation and usurpation of their land and by the subsequent eradication of their culture. Most Native Americans have languished on reservations or swelled the ranks of the urban poor. Today there is a new militancy and an attempt to salvage Native American culture, pride, and traditions.

The essence of the problem in the relations of minorities with the majority is that minorities want to share in the positive rewards of society, whereas the majority, for a number of reasons, would prefer to retain its privileged position. The current thinking is that a framework of cultural pluralism will allow all groups the optimum development of their potential. But the basic question as to whether we will be capable or reconciling diversity with oneness remains. Our founders perceived the society as becoming E pluribus unum--"Out of many, one." Can we fulfill this vision?

READING GRADE LEVEL: 15.2 Total Senteces: 8 Total Thoughts:]3

APPENDIX D

BASIC SKILLS READING WORKSHOP

EVALUATION

1. What is your job position? 13-business instructors; 13 reading specialists; 3 teachers; 3 administrators

2. Workshop attended: 7 Reading Personnel, 15 Business Teachers, 10 Administrative Counselors

3. Did the location of this Workshop influence your decision to attend? 12 Yes 20 No

4. What ideas did you find practical from today's Workshop? See summary

5. Who, in your opinion, can affect the most change in students' reading abilities?

student - 12; teachers - 10; parents - 3; peers - 2

6. Are there other people who should be invited to a Workshop of this type? If so, who?

administrators; counselors; content teachers; business & industry representatives

7. What topics would you like to have included in future Workshops? practical teaching techniques; "hands on" materials' the importance of attendance, industry's expectations of graduates.

8. When would you prefer to attend future Workshops? 21 Evening 5 Saturdays 4 Other.

Directions.--Please evaluate this year's Workshop in the following manner: Circle the most appropriate number. (1 = very poor; 2 = poor; 3 = average; 4 = above average; 5 - excellent.)

		Comments
Institute as a whole	(2 3 4 15 6) 1 2 3 4 5	
Time was well organized	(- 3 6 14 6) 1 2 3 4 5	(The numbers within the parentheses
Institute time well spent	(- 4 7 10 9) 1 2 3 4 5	are the number of responses tallied
Reading Personnel Presentation	(- 1 1 2 -) 1 2 3 4 5	from all evaluations turned in.)
Administrative, Counselors, Curriculum Oresentation	(- - - 4 1) 1 2 3 4 5	
Business Teachers Presentation	(- - 5 2 7) 1 2 3 4 5	
Reception (5:30-6:00)	(1 1 7 7 10) 1 2 3 4 5	
Dinner	(1 - 1 2 26) 1 2 3 4 5	

APPENDIX E

COPY FROM:

MILWAUKEE PUBLIC SCHOOLS

Division of Curriculum and Instruction
Administration Building
5225 West Vliet St.
P.O. Drawer 10K
Milwaukee, WI 53201

July 5, 1979

Ms. Dorothy Jones
Milwaukee Area Technical College
1015 North 6 Street
Milwaukee, Wisconsin 53203

Dear Ms. Jones:

This is to confirm our arrangements regarding the inservice program for the Milwaukee Public Schools on August 27, 1979. I have you and Deborah Gilbert scheduled for 10:15-11:45 in the auditorium of Alexander Hamilton High School, 6215 West Warnimont Avenue. Your audience will be 400-450 teachers of English, grades 6-12.

You might be interested that the 8:15-9:45 presentation will be a panel representing various leaders in "the world of work." I think the morning will have an interestingly different flavor for English teachers.

Thank you very much.

Sincerely,

(signed by John B. Karls)

John B. Karls
Curriculum Specialist
English Language Arts
Department of Elementary
and Secondary Education

K/s

Basic Reading Questionnaire

1. The most important factor in evaluating prospective employees

   (a) Transcript of school grades

   (b) Vocational training

   (c) Previous work record

   (d) Written tests

2. The instrument you use to evaluate prospective employees

   (a) Standardized (b) Company

   This instrument tests

	True	False	
2.	(a)	(b)	reading
4.	(a)	(b)	math computation
5.	(a)	(b)	writing - spelling
6.	(a)	(b)	clerical
7.	(a)	(b)	personality

8. Art there any other factors which you consider major?

   Yes No If yes, list_____

   (a) (b)

   Please indicate the specific reading/writing competencies you require of new employee-entry level

	Yes	No	
9.	(a)	(b)	good spelling
10.	(a)	(b)	basic arithmetic skills-add; subtraction; divide & multiply
11.	(a)	(b)	advanced math skills--Algebra - Geometry

12. (a) (b) read instructional manuals

13. (a) (b) read memoranda and act on them

14. (a) (b) do research in periodicals

15. (a) (b) read technical papers or reports

16. (a) (b) read incoming correspondence

17. (a) (b) use technical vocabulary

18. (a) (b) follow simple 2-3 item oral directions

19. (a) (b) follow complex (4 or more times) oral instructions

20. (a) (b) listen and make notes

21. (a) (b) follow simple written direction (2-3 items)

22. (a) (b) follow complex (4 or more items) written directions

23. (a) (b) make independent decisions based on understanding company procedures

24. (a) (b) make independent written response to memoranda

25. (a) (b) formulate written answers to customer or client

26. (a) (b) file in alphabetical order to fourth letter

27. (a) (b) select main idea from written message

28. (a) (b) record main idea from telephone conversation

29. In-service training to introduce employee to specific job

(a) Mandatory (b) Voluntary

30. Is in-service training required to upgrade an employee?

(a) voluntary

(b) required

(c) not required

31. Is in-service training to upgrade employee mostly?

(a) New skill (b) Self improvement

32. In evaluating high school level people, are you satisfied with their diploma as a measure of their competence? Yes (a) No (b)

33. In postsecondary applicants--are they better qualified than secondary?

Yes No

(a) (b)

In what areas are they still deficient?

	Deficient	OK	
34.	(a)	(b)	good spelling
35.	(a)	(b)	basic arithmetic skills; add, subtraction, divide & multiply
36.	(a)	(b)	advanced math skills-Algebra - Geometry
37.	(a)	(b)	read instructional manuals
38.	(a)	(b)	read memoranda and act on them
39.	(a)	(b)	do research in periodicals
40.	(a)	(b)	read technical papers or reports
41.	(a)	(b)	read incoming correspondence
42.	(a)	(b)	use technical vocabulary
43.	(a)	(b)	follow simple 2-3 item oral directions
44.	(a)	(b)	follow complex (4 or more items) oral instructions
45.	(a)	(b)	listen and make notes
46.	(a)	(b)	follow simple written directions (2-3 items)
47.	(a)	(b)	follow complex (4 or more items) written directions
48.	(a)	(b)	make independent decisions based on understanding company procedure
49.	(a)	(b)	make independent written response to memoranda
50.	(a)	(b)	formulate written answers to customer or client
51.	(a)	(b)	file in alphabetical order to fourth letter
52.	(a)	(b)	select main idea from written message
53.	(a)	(b)	record main idea from telephone conversation

54. Do you evaluate entry level on technically qualified positions

Yes No

(a) (b)

55. Is this the majority of the people you evaluate?

Yes No

(a) (b)

56. Is your job in employee services like some full time departments?

Yes No

(a) (b)

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